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ABSTRACT

This report presents information on Troops to Teachers (TTT), a Washington state program designed to help former military personnel enter public education as teachers. Since the inception of the program in 1994, nearly 3,000 service members have made the transition. A 45-item survey was completed by 1,171 TTT participants in 1998 used to examine the TTT program. The survey looked at demographics, military experience, reasons for teaching, satisfaction with teaching, improving the educational system, student learning, professional development, professionalizing teaching, and planning for the future. Data were compared to data from non-TTT teachers studied through the National Center for Education Information. Results indicated that TTT has been successful in producing quality teachers in high demand areas (more men and minorities with experience beneficial to successful teaching in mathematics, science, and special education in inner cities and outlying rural areas). TTT favors higher standards for students and stricter graduation requirements. Half the TTT teachers entered teaching through alternative teacher preparation and certification programs. The main differences between TTT and non-TTT teachers were in their attitudes about how to make teaching more of a true profession. An appendix presents the survey methodology. (SM)

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PROFILE of TROOPS TO TEACHERS

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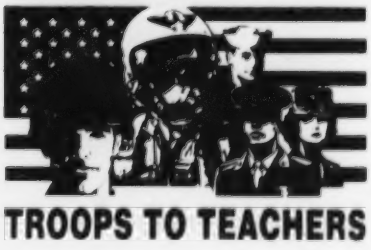

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PROFILE OF TROOPS TO TEACHERS

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The Troops to Teachers program resulted from legislation introduced in the fiscal year 1992 Defense Authorization Bill as a result of military downsizing. The program is managed by the Defense Activity for Non-Traditional Support (DANTES), a Department of Defense (DoD) agency. Since the inception of the program in 1994, about 3,000 service members have made the transition from the military to classrooms across the nation. The Troops to Teachers program has currently established 20 state Placement Assistance offices in those states that have an interest in attracting veterans as educators. The Washington state office of Troops to Teachers is the principal contractor for this report.

Copies of PROFILE OF TROOPS TO TEACHERS can be obtained from:

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INTRODUCTION

The Troops to Teachers (TTT) program was designed to assist former military personnel enter public education as teachers. Since the inception of the program in January 1994, nearly 3,000 service members have made the transition from the military to classrooms across the nation.

The Troops to Teachers program resulted from legislation introduced in the fiscal year 1993 Defense Authorization Bill as a result of military downsizing. The program is managed by the Defense Activity for Non-Traditional Support (DANTES), a Department of Defense (DoD) agency. The Troops to Teachers program, under the direction of John R. Gantz, has currently established 20 state Placement Assistance offices in those states that have an interest in attracting veterans as educators.

The program is attracting the types of individuals needed in public education while meeting the demand for additional teachers in subject and geographic areas of need.

The program has been a huge success in bringing dedicated, mature and experienced individuals into classrooms who have proven not only to be effective teachers but also excellent role models for students. These military personnel-turned teachers have established a solid reputation as competent and effective teachers who bring unique and valuable life experiences to the classroom in a critical time in the development of the nation's youth.

Administrators in schools where Troops to Teachers candidates were placed in 1995 rated them "Among the best" (26 percent), "Well above average" (28 percent), "Above average" (17 percent) in comparison with other first-year teachers. Numerous TTT alumni have received various forms of "outstanding teacher" awards.

While the anecdotal evidence of the success of Troops to Teachers was mounting, it was determined that hard data needed to be collected about the program. Participants were asked why they entered teaching, what they think about a wide range of teaching-related and other issues in education, how they have been prepared for teaching, how they evaluate their preparation, and what their plans are for the future.

The Washington state Troops to Teachers program contracted with the National Center for Education Information (NCEI) to help design, conduct and analyze a national survey of Troops to Teachers participants. NCEI has been studying teachers for several years. It has conducted three formal national surveys of teachers in 1986, 1990 and 1996. Many of the questions asked in these earlier surveys of teachers were asked of the TTT participants, so that comparisons could be made.

A 45-item questionnaire survey was mailed to 2,139 TTT participants on March 30, 1998. As of July 31, 1998, 1,171 questionnaires were completed and returned and included in the data analysis in this report.

Highlights of the SURVEY

The Troops to Teachers (TTT) program has clearly been successful in producing quality teachers in high demand areas – more men and minorities with experience beneficial to successful teaching in mathematics, science and special education in inner cities and outlying rural areas.

- Nine out of 10 (90 percent) of people coming into teaching through Troops to Teachers (TTT) are male. This compares with 74 percent of the overall teaching force that is female.

- Nearly three out of 10 (29 percent) TTT teachers are from a minority or ethinic group. This compares with only ten percent of the general public school teaching force that is from a minority or ethnic group.

- One in three (29 percent) TTT teachers, compared with 13 percent of all teachers, reported they were teaching mathematics. Eight percent, compared with five percent, respectively, were teaching biology. Five percent, compared with two percent, were teaching chemistry. Three percent, versus one percent, were teaching physics. Eight percent, compared with three percent, were teaching physical sciences. Eleven percent, compared with eight percent, said they were teaching general special education. Seven percent, compared with four percent, were teaching emotionally disturbed children.

- One in four (24 percent) TTT teachers is teaching in an inner-city school. Thirty-nine percent of them said they were willing to teach in an inner city and 68 percent indicated they would be willing to teach in a rural community. This compares with 16 percent of public school teachers who currently teach in inner cities and 23 percent who teach in rural areas.

Military personnel transitioning into teaching careers are doing so for all the "right" reasons.

- The number one reason Troops to Teachers candidates, as well as teachers generally, give for going into teaching is "Desire to work with young people." Sixty percent of TTT teachers and 72 percent of all teachers cite this as one of the main reasons they decided to become a teacher.

- The next most frequently cited reason for teaching is "Value or significance of education in society." This was stated by 54 percent of TTT teachers, compared with 41 percent of all teachers.

- Seventy-seven percent of both TTT teachers and teachers generally said that a "Chance to work with young people – see young people develop" was the most important to them on the job.

Troops to Teachers report high levels of satisfaction with nearly all aspects of teaching.

- Ninety-six percent say they are satisfied with their relationships with other teachers. Ninety-five percent report satisfaction with their relationships with students, and 84 percent are satisfied with their relationships with the parents of students.

Troops to Teachers are overwhelmingly in favor of higher standards for students and stricter graduation requirements. They are considerably more in favor of requiring students to pass standardized, national examinations for promotion from grade to grade than are teachers generally.

- Seventy-eight percent of TTT teachers and 74 percent of all teachers favor setting higher standards than are now required about what students should know and be able to do in the basic subjects.

- Forty-three percent of TTT teachers, compared with 28 percent of all public school teachers, favor requiring students in their own communities to pass standardized, national examinations for promotion from grade to grade.

Teachers who have come through TTT differ significantly from public school teachers surveyed in 1996 by NCEI on several issues concerning student learning.

- While 70 percent of all teachers agreed that "Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school," 56 percent of TTT teachers agreed with the statement.

- Nearly six out of ten (57 percent) TTT teachers, compared with fewer than half (46 percent) of teachers agreed with the statement, "Socioeconomic background does not prevent students from performing at the highest levels of achievement."

Half of the TTT teachers have entered teaching through an alternative teacher preparation and certification program, 46 percent through a traditional college-based program.

- Regardless of the type of teacher preparation program the TTT candidates went through, they reported that they they learned best how to teach by doing it and from other teachers.

- Both groups reported the area they felt the best prepared in when they first started teaching was subject matter knowledge.

- Colleges of education faculty ranked last by both groups as valuable in developing competence to teach. Thirty-seven percent of TTT teachers and 34 percent of all teachers said the college of education faculty was not valuable in developing competence to teach.

The most striking differences between teachers who are entering the profession through the Troops to Teachers program and regular classroom teachers showed up in their attitudes about how to make teaching more of a true profession.

- Eighty-two percent of TTT teachers, compared with 70 percent of all teachers, think that having upward mobility within the ranks of teaching would improve the profession.

- Seventy-nine percent of TTT teachers, compared with 68 percent of teachers generally, agree that paying teachers based on job performance in addition to seniority and level of education would make teaching more professional.

- More than half (52 percent) of TTT teachers agreed that letting the market determine how much teachers get paid, e.g. paying people more in high demand areas such as math and science would make teaching more of a profession. This is in sharp contrast with only 15 percent of all public school teachers who agreed.

- Two-thirds (67 percent) of the TTT survey respondents reported that they planned to remain in teaching as long as they were able (45 percent) or until retirement eligibility (22 percent).

- More than half (55 percent) of the TTT survey respondents reported they expected to be teaching in grades K-12 five years from now.

- Eight percent said they plan to be teaching at the postsecondary level five years from now.

- Eighteen percent reported they expect to be working in some other capacity in public education. Based on the survey questions regarding plans for becoming school administrators, it would appear that many of those within the 18 percent are planning to continue their careers in public education as principals or in other administrative positions.

DEMOGRAPHICS

Gender

Nine out of 10 (90 percent) of people coming into teaching through the Troops to Teachers (TTT) program are male. This is in sharp contrast to the public school teaching force in the United States that is overwhelmingly female (74 percent). The military, which is 87 percent male, is clearly a rich source of male teachers in the United States.

Race

Nearly nine out of 10 public school teachers are white compared with more than one-third of students that are from a minority or ethnic group.

The Troops to Teachers program contributes a much higher percentage of teachers from minority groups. Nearly three out of 10 (29 percent) of TTT teachers represent a minority – 16 percent are veterans with an African-American heritage and eight percent are from Hispanic backgrounds.

Age

Most of the Troops to Teachers participants surveyed began their second career as teachers less than five years ago. The vast majority of these veterans (91 percent) are currently between the ages of 35 and 54. Individuals in this group have retired from the military with 15-25 years of active duty service. They come to public education with a wide range of experience, unique backgrounds, leadership skills and maturity that can be valuable in their new career. They are also young enough to spend a full second career as public school teachers.

Only five percent of TTT teachers are under the age of 35, and only five percent are over the age of 55. This is in contrast to the overall teaching force where 21 percent is younger than 35 years and nine percent is older than 55 years.

Where Teachers Teach

While 16 percent of all public school teachers are in inner-city schools, over 24 percent of the veterans have accepted teaching positions in the inner-city schools. The percentage of minorities who reported they were teaching in the inner city is 36 percent.

Troops to Teachers participants are almost evenly split among the types of communities in which they teach. While 27 percent responded that they teach in suburban school districts, the remaining teachers are split evenly among inner-city, small town and rural schools (24 percent each).

Where TTT Teachers Are Willing To Teach

Even more striking than where veterans are currently teaching is where they are willing to teach. The greatest needs for additional teachers are in inner cities and in rural areas of the country. When TTT candidates were asked "What type(s) of community are you willing to teach in?" 39 percent said they were willing to teach in an inner city and 68 percent indicated they would be willing to teach in a rural community. This compares with 16 percent of teachers who currently teach in inner cities and 23 percent who teach in rural areas.

Former military personnel are clearly more mobile than teachers are in general.

Nearly half of public school teachers (47 percent) say they have lived in their present communities or city more than 20 years. Nineteen percent of teachers report they have been in their present communities for more than 30 years.

Sixty percent of public school teachers surveyed in 1996 and 64 percent in 1986 said they had completed their college education within 150 miles of where they were born.

Fifty-eight percent of public school teachers in 1996, compared with 61 percent a decade earlier also said they were now teaching within 150 miles of where they were born.

Grade Level Taught

TTT candidates are also teaching at grade levels and in subject areas where the greatest demand for teachers are. Demand for teachers is highest at the secondary level. Forty-five percent of TTT candidates are teaching at the secondary level, 35 percent at the middle/junior high school level and 20 percent at the elementary school level.

Forty-seven percent of all public school teachers teach at the elementary school level, 26 percent at the middle school/junior high level and 27 percent at the senior high school level.

Subjects Currently Taught

TTT alumni are filling many of the most critical and hard to fill teaching positions.

Nearly one in three (29 percent) said they were currently teaching mathematics. This compares with 13 percent of all teachers surveyed by NCEI in 1996 who reported they were teaching mathematics.

Eight percent of TTT teachers, compared with five percent of all teachers, reported they were teaching biology. Five percent, compared with two percent, said they were teaching chemistry. Three percent versus one percent, were teaching physics. Eight percent, compared with three percent, were teaching physical sciences.

Likewise, a higher proportion of the TTT candidates than the regular teaching force were teaching special education. Eleven percent of TTT teachers, compared with eight percent of all teachers, reported they were teaching general special education. Seven percent, compared with four percent, were teaching emotionally disturbed.

The TTT program has clearly demonstrated that it is producing teachers in high demand subject areas as well as high demand geographic areas of the nation.

Average Age When Began First Teaching Job

Unlike the majority of teachers, who begin teaching immediately following graduation from college, the majority (76 percent) of the TTT alumni indicated they began their first teaching job between the ages of 35 and 49. The majority of these placements (Almost 80 percent) were made during calendar years 1995, 1996 and 1997. Clearly, these individuals bring a level of maturity and a rich background of life experiences that set them apart from the typical entry-level teacher right out of college. As a direct result of these qualities, almost a third of the respondents indicated they had received some form of recognition for their teaching skills and abilities.

Main Activity Prior to Teaching

Half of the respondents (52 percent) indicated their main activity the year before they began teaching was the military. Twenty-four percent reported that they attended a college or a university as their main activity for the year prior to their entrance into the teaching profession. Only two percent stated they were unemployed and seeking work for the year prior to teaching. These data indicate that at least half of the TTT alumni who have become teachers transitioned smoothly and quickly from the uniform to the classroom (the assumption is that they accomplished this by taking advantage of various alternative certification programs). Only 15 percent indicated they spent the previous year in non-teaching areas such as caring for family members, working in an occupation outside the field of education, unemployed and seeking work, or retired from another job.

Marital Status

The percentage of TTT teachers who are married is 85 percent, which is significantly higher than the teacher population in general (69 percent). Eleven percent reported they were divorced or separated, which is slightly less than the 13 percent of regular teachers in 1996 who reported they were divorced or separated. Only three percent of TTT teachers, compared with 13 percent of all teachers, say they are single/never married.

These marital status statistics may be attributed to the fact that the majority of TTT participants are between the ages of 35 and 55 years of age.

MILITARY EXPERIENCE

Branch of Service

In terms of military service, the TTT alumni represent their branch of service in similar proportion to the active duty strength. The majority are Army veterans (37 percent) followed by Air Force (33 percent), Navy (21 percent) and Marine Corps (six percent). Coast Guard veterans also participate in TTT and represent one percent of the total.

Length of Military Service

These data indicate the TTT alumni bring a wealth of experiences and maturity to the classroom. Over 81 percent stated they had served 16 or more years in the military.

Military Rank

The majority of the respondents (59 percent) were commissioned officers. Of the officers, ten percent indicated they had held the grade of O-6 (e.g. Army Colonel), with the remainder having held the grades of O-3 through O-5 (Army Captain through Lieutenant Colonel). Of the officers, more individuals reported having the rank of O-4 (41 percent – Army Major) than any other grade.

In contrast, 38 percent of the respondents recorded that they had held non-commissioned officer (NCO) grades. Three-fourths of the former NCO's indicated their grade was E-6 through E-8 (Army Staff Sergeant through Master Sergeant). While 14 percent indicated they had earned the grade of E-9 (Army Sergeant Major), the remaining 12 percent indicated they held the grades of E-4 and E-5 (Army Corporal and Sergeant). The number of former Warrant Officers, three percent of the total, is representative in view of the limited number of Warrant Officer positions among the active services.

Military Teaching/Instruction Experience

Over two-thirds (71 percent) of the respondents indicated they had taught or instructed while in the military. Of these individuals, 88 percent stated they had spent from one to 10 years teaching or instructing in a military setting. This finding is particularly noteworthy when coupled with the fact that 99 percent of the respondents rated their military experience as satisfactory or better in terms of preparing themselves as K-12 teachers.

Military Training (or Experience) Most Valuable to the TTT Alumnus as a Teacher

More respondents (20 percent) ranked speaking before large groups as the most important aspect of their military training or experience compared to the other 10 choices. It is interesting to note that these individuals rated "Being sensitive to the learning ability of others" and "Teaching/training to objectives amidst disruption" as the other two aspects of their military training (or experience) that was most valuable to them as teachers. Noteworthy also was the fact that they ranked military training in general, working with superiors and working with peers as of the lowest value to them as teachers.

Table 1.
Demographic Profile of Troops to Teachers and Public School Teachers in the U.S.

	Troops to Teachers 1998	Public School Teachers[1] 1996
Base:	**1,171**	**1,018**
	%	%
Gender		
Male	90	26
Female	10	74
Race		
Amer. Indian/Alaskan	1	1
Asian/Pacific Islander	1	1
Black	16	7
White	71	89
Hispanic	8	2
Other	3	
Age		
Average (in years)	41	41
<24	*	3
25-29	1	8
30-34	4	10
35-39	9	11
40-44	27	20
45-49	39	24
50-54	16	15
55-59	4	8
60-64	1	1
65+	0	0
Type Community Teach In		
Inner-city	24	16
Small town, non-rural	24	30
Suburban	27	31
Rural	24	23
Type Community Willing to Teach In		
Inner-city	39	N/A
Small town, non-rural	72	N/A
Suburban	74	N/A
Rural	68	N/A
Grade Level Taught		
Elementary	20	47
Middle/Junior High	35	26
Senior High	45	27

-continued-

Table 1. (continued)
Demographic Profile of Troops to Teachers and Public School Teachers in the U.S.

	Troops to Teachers 1998	Public School Teachers[1] 1996
Base:	**1,171**	**1,018**
	%	%
Years of Teaching Experience		
Less than one year	5	N/A
One year	6	N/A
Two years	14	N/A
Three years	19	N/A
Four years	12	N/A
Five years	7	N/A
1 - 5 years	N/A	12
6 - 10	18	18
11 - 15	5	13
16 - 20	3	17
More than 20 years	5	40
Marital Status		
Married	85	69
Divorced/Separated	11	13
Widowed	1	5
Single/Never Married	3	13

* *< 0.5 percent*
[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

Table 2. Subjects Taught

Question: What subject(s) do you currently teach?

	Troops to Teachers 1998		Public School Teachers[1] 1996
	Number	%	%
Kindergarten	18	2	7
General elementary	217	18	35
American Indian/ Native American studies	7	1	*
Art/Music	35	3	8
Basic skills & remedial education	1	0	3
Bilingual education	34	3	1
Computer science	88	7	4
Dance/Drama/Theater	5	0	2
English/Language arts	152	13	15
English as second language	39	3	2
Foreign language	79	7	5
Gifted	20	2	3
Home economics	4	0	1
Journalism	10	1	*
Mathematics	338	29	13
Philosophy/Religion	5	0	*
Physical education/Health	80	7	7
Reading	108	9	11
Social studies/Social science History	305	26	15
Biology	99	8	5
Chemistry	35	3	2
Geology/Earth science/ Space science	65	5	2
Physical sciences	91	8	3
Physics	40	3	1
General and other sciences	127	11	8
Special education, general	119	10	5
Emotionally disturbed	86	7	4
Mentally retarded	27	2	2
Speech/Language impaired	15	1	2
Deaf and hard-of-hearing	7	1	1
Visually handicapped	5	0	1
Orthopedically impaired	6	1	*
Mildly handicapped	29	2	2
Severely handicapped	10	1	1
Specific learning disabilities	75	6	5
Other special education	16	1	1
Vocational Education	180	15	3
All others	151	13	1

* *< 0.5 percent*

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

Table 3. Before Teaching

Question: What was your main activity in the year before you began teaching at the elementary or secondary levels?

	Troops to Teachers 1998	Public School Teachers[1] 1996
Base:	**1,171**	**1,018**
	%	%
Student at a college or university	24	76
Caring for a family member	1	3
Working as a substitute teacher	10	5
Teaching in a preschool	*	2
Teaching at a college or university	1	1
Working in a position in the field of education, but not as a teacher	3	3
Working in an occupation outside the field of education	10	10
Military service	50	*
Unemployed and seeking work	2	*
Retired from another job	2	*

* *< 0.5 percent*

[1]*National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

REASONS FOR TEACHING

Original and Present Reasons for Teaching

The number one reason Troops to Teachers candidates as well as teachers generally give for originally going into teaching and for staying is "Desire to work with young people." Sixty percent of TTT teachers and 72 percent of all public school teachers cite this as one of the three main reasons they originally decided to become a teacher, and why they are presently still teaching (60 percent and 63 percent, respectively).

The next most frequently cited reason for teaching was "Value or significance of education in society." This was stated as a main reason for going into teaching by 54 percent of TTT teachers, compared with 41 percent of all teachers.

"Interest in subject-matter field" was the third most frequently given reason for going into teaching (29 percent of TTT candidates and 38 percent of all teachers).

"Long summer vacation" and "Spend more time with my family" are seen as perks by military going into teaching (20 percent and 18 percent, respectively, cited these as reasons for pursuing a teaching job).

"Job security" was more important to teachers generally (cited by 16 percent as an original reason for teaching and 28 percent as a reason for staying) than it is for TTT teachers (cited by 11 percent for original and for staying).

More than a fourth of all teachers (26 percent), compared with only three percent of TTT teachers, said they had "too much invested to leave now."

Most Important on the Job

A "Chance to work with young people — see young people develop" was cited as most important to them on the job by 77 percent of both TTT teachers and teachers generally, followed by "A chance to use your mind and abilities" (72 percent for TTT and 65 percent for all teachers).

Job security was important to teachers generally (28 percent) than it was to TTT candidates (17 percent). "Medical and other benefits" were also more important to all teachers (18 percent) than to TTT teachers (10 percent). These results are not surprising, given that most of the people coming into teaching from the military already have pension plans and medical benefits.

Table 4. Reasons for Teaching

	Troops to Teachers 1998		Public School Teachers 1996[1]		Public School Teachers 1990[2]	
	Original Reasons	Reasons Still Teaching	Original Reasons	Reasons Still Teaching	Original Reasons	Reasons Still Teaching
	%	%	%	%	%	%
Value or significance of education in society	54	54	41	43	32	38
Desire to work with young people	60	60	72	63	70	78
Interest in subject-matter field	29	28	38	30	43	32
Influence of a teacher in elementary or secondary school	20	13	34	6	28	5
Influence of a teacher or advisor in college	4	2	5	1	7	1
Spend more time with my family	18	18	10	14	24	5
Financial rewards	2	2	2	5	4	7
Long summer vacation	20	20	10	15	26	31
Job security	11	11	16	28	19	32
Employment mobility	5	6	4	5	6	5
Preparation program in college appealed to me	2	1	6	*	8	*
Wanted a change from other work	8	4	5	1	6	*
Need a second income in the family	6	6	3	9	4	15
Need for income after termination of my marriage	1	1	1	2	1	3
Never really considered anything else	5	4	20	8	28	9
Opportunity for a lifetime of self growth	12	14	10	16	10	16
One of the few professions open to me	6	4	8	3	11	5
Sense of freedom in my own classroom	9	12	8	18	9	21
Too much invested to leave now	1	3	*	26	1	30
Other	9	10	5	5	7	6

* *< 0.5 percent*

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

[2] *National Center for Education Information survey of 2,380 public school K-12 teachers conducted Feb. 27 - May 15, 1990.*

Table 5. Most Important on the Job

Question: If you had to choose, which of these is most important to you on the job?

	Troops to Teachers 1998	Public School Teachers[1] 1996
Base:	**1,173**	**1,018**
	%	%
A chance to use your mind and abilities	72	65
A clean, quiet, comfortable place to work	9	9
Being able to retire with a good pension	5	8
Job security	17	28
A good salary	11	19
Appreciation for a job well done	28	29
Medical and other benefits	10	18
Chance to work with young people — see young people develop	77	77

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

SATISFACTION

Satisfaction with Aspects of Teaching

Troops to Teachers report high levels of satisfaction with nearly all aspects of teaching. Ninety-six percent say they are satisfied with their relationships with other teachers. Ninety-five percent report satisfaction with their relationships with students, and 84 percent are satisfied with their relationships with the parents of students.

Eighty-eight percent of TTT teachers, compared with 79 percent of teachers generally, are satisfied with their relationship with the principal of the school.

Two-thirds (65 percent) of TTT teachers, compared with only 41 percent of all teachers, say they are satisfied with the status of teachers in the community.

The areas they – and all other teachers – are least satisfied with are salary and present textbooks. Fifty-four percent of TTT teachers and 50 percent of all teachers report dissatisfaction with salary. Forty percent of TTT and 42 percent of all teachers say they are dissatisfied with present textbooks.

With few exceptions, levels of satisfaction with various aspects of their jobs among all teachers have been about the same within the last decade. A notable exception has been "present textbooks." In 1996, 58 percent of teachers said they were satisfied with the textbooks — down from 67 percent in 1990 and 71 percent in 1986.

Table 6. Satisfaction with Aspects of Teaching

	Troops to Teachers	Public School Teachers		
	1998	1996[1]	1990[2]	1986[3]
	%	%	%	%
Overall job satisfaction	91	83	83	84
Relationship with principal	88	79	80	83
Relationship with other teachers	96	93	93	95
Relationship with students	95	93	N/A	N/A
Relationship with parents of students	84	84	83	85
Present curriculum	77	75	74	78
Present textbooks	60	58	67	71
General working conditions	72	71	69	73
Salary	46	50	45	45
Status of teachers in the community	65	41	42	46

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*
[2] *National Center for Education Information survey of 2,380 public school K-12 teachers conducted Feb. 27 - May 15, 1990.*
[3] *National Center for Education Information survey of 1,144 public school K-12 teachers conducted Feb. 7 - Apr. 15, 1986.*

IMPROVING AMERICA'S EDUCATIONAL SYSTEM

Troops to Teachers are overwhelmingly in favor of higher standards for students and stricter graduation requirements. They are considerably more in favor of requiring students to pass standardized, national examinations for promotion from grade to grade than are teachers generally.

Seventy-eight percent of TTT teachers and 74 percent of all teachers favor setting higher standards than are now required about what students should know and be able to do in the basic subjects.

Forty-three percent of TTT teachers, compared with 28 percent of all public school teachers, favor requiring students in their own communities to pass standardized, national examinations for promotion from grade to grade.

TTT teachers are much more in favor of parental choice in the selection of any type of school than are all public school teachers. More than one-third of TTT teachers (36 percent), compared with 16 percent of all public school teachers, favor allowing parents to send their school-age children to any public, private, or church-related school they choose, with the government paying all or part of the tuition. This compares with 43 percent of the general public surveyed in 1996 who favored this proposal.

Approximately one third (35 percent) of TTT teachers, compared with about one-fifth (22 percent) of public school teachers favor the idea now being tested in a few cities in which private, profit-making corporations contract to operate schools in certain jurisdictions.

Nearly four out of ten (38 percent) of TTT teachers, compared with 27 percent of all public school teachers, think lengthening the school year would improve America's educational system.

Almost all teachers (97 percent of public school teachers and 91 percent of TTT teachers) think America's educational system would improve if class size was reduced.

Eighty-nine percent of TTT teachers, compared with 96 percent of all public school teachers, think using computers and other technology in instruction would improve education in this country.

Table 7. Reforms in Education

Question: Several proposals are currently being advanced to improve America's educational system. Please indicate whether you favor or oppose these proposals.

	Favor			Oppose			Don't Know	
	TTT	Teachers[1]	General Public	TTT	Teachers	General Public	Teachers	General Public
	%	%	%	%	%	%	%	%
Set higher standards than are now required about what students should know and be able to do in the basic subjects — that is, math, history, English, and science — for promotion from grade to grade.	78	74	87[a]	15	23	10	3	3
Require the students in the public schools in your community to meet higher standards than are now required in math, history, English, and science in order to graduate from high school.	75	75	84[a]	17	22	13	3	3
Stricter requirements for high school graduation, even if it meant that significantly fewer students would graduate than is now the case.	63	59	65[a]	29	36	29	5	6
Set standards for what students in grades kindergarten through grade 3 should know and be able to do in various subjects.	80	82	78[a]	12	14	20	4	2
Require students in public schools in your community to pass standardized, national examinations for promotion from grade to grade.	43	28	65[a]	49	69	32	3	3
Allow parents to send their school-age children to any public, private, or church-related school they choose. For those parents choosing non-public schools, the government would pay all or part of the tuition.	36	16	43[b]	56	82	54	2	1

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Table 7. Reforms in Education (cont'd)

Question: Several proposals are currently being advanced to improve America's educational system. Please indicate whether you favor or oppose these proposals.

	Favor			Oppose			Don't Know	
	TTT	Teachers	General Public	TTT	Teachers	General Public	Teachers	General Public
	%	%	%	%	%	%	%	%
An idea now being tested in a few cities in which private, profit-making corporations contract to operate schools within certain jurisdictions.	35	22	45[1]	56	71	47	6	8
Swiftly get rid of mediocre and incompetent teachers.	77	78	N/A	15	16	N/A	6	N/A
Lengthen the school year.	38	27	N/A	54	70	N/A	3	N/A
Lengthen the school day.	22	15	N/A	70	81	N/A	3	N/A
Reduce class size.	91	97	N/A	2	1	N/A	1	N/A
Use computers and other technology in instruction.	89	96	N/A	3	2	N/A	2	N/A

a Gallup/Phi Delta Kappa survey of 1,311 adults conducted May 25-June 15, 1995
b Gallup/Phi Delta Kappa survey of 1,329 adults conducted May 2-22, 1996
c Gallup/Phi Delta Kappa survey of 1,326 adults conducted May 10-June 8, 1994
[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

STUDENT LEARNING

Teachers who have come through TTT differ significantly from public school teachers surveyed in 1996 by NCEI on several issues concerning student learning. While 70 percent of all teachers agreed that "Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school," 56 percent of TTT teachers agreed with the statement.

Similarly, 68 percent of all teachers thought "Standards of academic achievement should be flexible enough that every child can feel successful." This compares with 63 percent of TTT teachers who agreed with the statement.

Nearly six out of ten (58 percent) of TTT teachers agreed that "Even the best teachers will find it difficult to really teach more than two-thirds of their students." This compares with fewer than half (48 percent) of public school teachers who agreed with the statement.

Nearly six out of ten (57 percent) of TTT teachers, compared with fewer than half (46 percent) of teachers agreed with the statement, "Socioeconomic background does not prevent students from performing at the highest levels of achievement."

Attitudes about student learning among TTT teachers did not differ between those who had gone through an alternative teacher preparation program and those who had gone through a traditional teacher education program.

Special Students

Fifty-eight percent of TTT teachers and 60 percent of the general public, compared with 48 percent of teachers, thought that raising achievement standards would encourage students from poor backgrounds to do better in school. Nearly four out of 10 teachers (39 percent and 34 percent of TTT teachers), compared with 29 percent of the public, thought it would cause students from low-income backgrounds to become discouraged or to drop out.

Table 8. Student Learning

Percentage of teachers who agree with the following statements about student learning.

	TTT	Public School Teachers	
	1998	1996[1]	1990[2]
	%	%	%
Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school.	56	70	83
Individual students are the best judges of what they need to learn and when they are ready to learn it.	11	15	13
Standards of academic achievement should be flexible enough that every child can feel successful.	63	68	77
Socioeconomic background does not prevent students from performing at the highest levels of achievement.	57	46	**
Even the best teachers will find it difficult to really teach more than two-thirds of their students.	58	48	N/A
Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group.	14	13	13

** *80 percent of the public school teachers surveyed by NCEI in 1990 agreed with the statement, "Students, regardless of their socioeconomic backgrounds, can perform at the highest level of achievement."*

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

[2] *National Center for Education Information survey of 2,380 public school K-12 teachers conducted Feb. 27 - May 15, 1990.*

Table 9. Student Learning

Percentage of Troops to Teachers who agree with the following statements about student learning

	TTT	By Preparation Program	
	1998	Alternative	Traditional
	%	%	%
Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school.	56	57	57
Individual students are the best judges of what they need to learn and when they are ready to learn it.	11	10	12
Standards of academic achievement should be flexible enough that every child can feel successful.	63	63	64
Socioeconomic background does not prevent students from performing at the highest levels of achievement.	57	59	55
Even the best teachers will find it difficult to really teach more than two-thirds of their students.	58	58	57
Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group.	14	15	12

PROFESSIONAL DEVELOPMENT

Rating What is Most Valuable in Developing Competence to Teach

Striking differences showed up in the comparison between TTT candidates and regular teachers on what teachers perceive to be most valuable in developing competence to teach.

All teachers say they learn best how to teach by doing it and from other teachers.

Regular teachers overwhelmingly ranked "one's own teaching experience" highest when asked "How valuable do you think each of the following (eight variables) is in developing competence to teach? Ninety-two percent of all teachers said their own teaching experience was "very valuable," and seven percent said "somewhat valuable."

While the TTT candidates ranked "one's own teaching experiences" highest, they were not as enthusiastic as their regular colleagues were. Seventy-one percent of them thought one's own teaching experience was "very valuable" and 26 percent rated it "somewhat valuable."

"Courses in subjects to be taught" ranked second. Sixty-two percent of TTT and 73 percent of all teachers said that courses in the subjects they teach were "very valuable" in their gaining competence to teach.

TTT candidates gave "education methods courses" higher marks than did regular teachers. Forty-five percent of them, compared with 37 percent of all teachers, thought education methods courses were very valuable in developing competence to teach. However, 11 percent of TTT and 15 percent of all teachers said methods courses were "not very valuable" and three percent each said they were "not at all valuable."

Fewer than half of the TTT teachers (48 percent), compared with 72 percent of all teachers reported that "other teachers/colleagues" were "very valuable" in developing competence to teach.

Faculty in one's subject area major ranked much higher than did the college of education faculty. Seventy-four percent of TTT candidates and 86 percent of teachers said the faculty in their subject area was valuable.

Colleges of education faculty were actually rated as least valuable to teachers in their developing competence to teach. Thirty-seven percent of TTT teachers and 34 percent of all teachers said the college of education faculty was not valuable in developing competence to teach.

Teachers ranked "Courses in subjects to be taught" and "studying on one's own" above "education methods courses" and "in-service activities" as valuable in developing competence to teach.

Type of Teacher Preparation Program

Half of the TTT candidates surveyed reported that they had completed their teacher preparation and certification through a traditional college-based program. Forty-six percent said they had gone through an alternative teacher certification program. The remaining four percent were not certain which program they had completed. This disparity may be attributed to various types of alternative programs that range from internships leading to certification to intensive programs involving a practicum simultaneously with the academic program.

Preparation to Teach

Regardless of the type of teacher preparation program the TTT candidates went through, they reported that they did not feel they were particularly well prepared in several aspects of teaching. However, individuals who had gone through a traditional teacher preparation pro-

gram said they felt better prepared than those who had gone through an alternative route in subject matter knowledge, teaching methods, organizing instruction and understanding child/adolescent development.

Twenty-eight percent of traditionally trained teachers and 26 percent of those who had gone through an alternative program felt they were not very well prepared or not at all prepared in the area of classroom management/discipline.

Approximately four out of ten in each group felt they were not prepared in recognizing student learning styles.

The area both groups felt the best prepared in when they first started teaching was subject matter knowledge. However, traditionally trained teachers felt much better prepared than did those who went through an alternate route. Sixty-two percent of traditionally trained teachers, compared with 42 percent of alternate route teachers, said they were "very well" prepared in subject matter knowledge. An additional 32 percent of traditionally trained teachers and 38 percent of alternate route teachers said they felt "somewhat well" prepared in their subject matter when they first started teaching.

The areas in which they felt least prepared were "understanding child/adolescent development" and "recognizing student learning styles."

Table 10. Professional Development

Question: How valuable do you think each of the following is in developing competence to teach?

	Very Valuable		Somewhat Valuable		Not Very Valuable		Not at all Valuable		Not Applicable	
	TTT	All Teachers[1]	TTT	All Teachers	TTT	All Teachers	TTT	All Teachers	TTT	All Teachers
	%	%	%	%	%	%	%	%	%	%
One's own teaching experiences	71	92	26	7	2	1	1	0	0	0
Courses in subjects to be taught	62	73	33	23	4	3	1	*	0	*
Other teachers/ colleagues	48	72	44	26	7	2	2	*	0	*
Studying on one's own	38	43	43	44	16	11	3	1	0	*
The faculty in one's subject area major	27	41	47	45	20	11	6	2	0	1
Education methods courses	45	37	41	44	11	15	3	3	1	*
In-service activities	16	37	51	44	26	15	7	3	0	*
The college of education faculty	16	17	48	47	28	28	9	6	0	1

** = < 0.5 percent*

[1]National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.

Table 11. Professional Development by Preparation Program
Question: How valuable do you think each of the following is in developing competence to teach?

	Very Valuable		Somewhat Valuable		Not Very Valuable		Not at all Valuable		Not Applicable	
	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional
	%	%	%	%	%	%	%	%	%	%
One's own teaching experiences	66	73	29	24	3	2	1	1	1	1
Courses in subjects to be taught	57	64	35	31	5	3	1	1	2	1
Other teachers/ colleagues	50	48	41	45	7	5	1	1	0	0
Studying on one's own	37	39	43	43	15	15	4	3	1	0
The faculty in one's subject area major	27	45	42	24	20	19	6	7	5	5
Education methods courses	43	48	41	39	12	10	4	3	1	0
In-service activities	16	16	48	50	28	24	6	7	2	2
The college of education faculty	14	19	43	46	26	26	10	7	8	3

Table 12. Professional Development by Preparation Program
Question: When you first stared teaching, how well did you feel you were prepared for each of the following aspects of teaching?

	Very Well		Somewhat Well		Not Very Well		Not at all Well		Not Applicable	
	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional
	%	%	%	%	%	%	%	%	%	%
Subject matter knowledge	42	62	38	32	7	5	13	1	0	0
Teaching methods	24	44	57	44	16	10	3	2	1	0
Classroom management/ discipline	35	31	38	40	19	22	7	6	1	0
Organizing instruction	45	52	42	35	11	10	2	2	0	0
Recognizing student learning styles	17	16	41	45	34	30	7	8	0	1
Understanding child/ adolescent development	16	21	48	50	28	22	8	6	0	1
Working effectively within the school organization	37	39	39	38	17	16	7	6	0	0

Table 13. Professional Development by Preparation Program

Question: How beneficial was each of the following in YOUR teacher preparation program in developing competence to teach?

	Very Valuable		Somewhat Valuable		Not Very Valuable		Not at all Valuable		Not Applicable	
	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional
	%	%	%	%	%	%	%	%	%	%
One's own teaching experiences	72	67	21	24	4	4	1	1	2	3
Courses in subjects to be taught	53	46	34	35	6	7	1	2	2	11
Other teachers/ colleagues	44	42	46	45	8	9	2	1	*	3
Studying on one's own	42	45	38	35	14	13	3	5	3	1
The faculty in one's subject area major	26	20	46	39	17	19	5	8	6	14
Education methods courses	40	38	42	40	12	11	4	4	2	7
In-service activities	17	17	41	44	26	23	9	8	7	8
The college of education faculty	16	12	45	38	26	25	8	9	4	15

* *< 0.5 percent*

MAKING TEACHING MORE A PROFESSION

The most striking differences between teachers who are entering the profession through the Troops to Teachers program and regular classroom teachers showed up in their attitudes about how to make teaching more of a profession.

- Eighty-two percent of TTT teachers, compared with 70 percent of all teachers, think that having upward mobility within the ranks of teaching would improve the profession.

- Seventy-nine percent of TTT, compared with 68 percent of teachers generally, agree that paying teachers based on job performance in addition to seniority and level of education would make teaching more professional.

- More than half (52 percent) of TTT agree that letting the market determine how much teachers get paid, e.g. paying people more in high demand areas such as math and science would make teaching more of a profession. This is in sharp contrast with only 15 percent of all public school teachers who agree.

- TTT teachers are less inclined to think such things as giving individuals more autonomy in determining what and how they teach and giving teachers greater decision-making at the district level would make teaching more of a profession than are teachers generally (68 percent versus 75 percent for autonomy and 89 percent versus 96 percent for greater decision-making).

- Forty-two percent of TTT, compared with 28 percent of all teachers, think getting rid of tenure for teachers would improve the profession.

- Thirty-four percent of TTT and only 15 percent of all public school teachers agree that getting rid of teachers' unions would help professionalize teaching.

- Eighty-nine percent of TTT and 54 percent of all teachers think it's a good idea to recruit individuals from other careers into teaching.

Table 14. Making Teaching More of a Profession

Question: There is much talk about ways to make teaching more of a true profession. To what degree do you agree or disagree that the following changes would strengthen teaching as a profession?

	Teachers Who Agree		
	TTT	Public School Teachers	
	1998	1996[1]	1990[2]
	%	%	%
Pay teachers based on job performance in addition to seniority and level of education.	79	68	70
Let the market determine how much teachers get paid, e.g., pay people more in high demand areas such as math and science.	52	15	21
Have upward mobility within the ranks of teaching, e.g., career ladders.	82	70	70
Introduce a proficiency exam for entry into teaching, similar to the Bar Exam for lawyers or the CPA exam for accountants.	70	65	65
Give individuals more autonomy in determining what and how they teach.	68	75	84
Give teachers greater participation in decisionmaking at the district level.	89	96	97
Get rid of tenure for teachers.	42	28	N/A
Get rid of teachers' unions.	34	15	N/A
Recruit individuals from other careers into teaching.	89	54	56

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*
[2] *National Center for Education Information survey of 2,380 public school K-12 teachers conducted Feb. 27 - May 15, 1990.*

PLANS FOR THE FUTURE

Five Year Plans

More than half (55 percent) of the TTT survey respondents reported that they expected to be teaching five years from now.

Eighteen percent reported they expect to be working in some other capacity in public education. Based on the survey questions regarding plans for becoming school administrators, it appears that many of those within the 18 percent are planning to continue their careers in public education as principals or in other administrative positions.

Eight percent said they plan to be teaching at the postsecondary level five years from now. Seven percent think they might be employed in an occupation outside of education.

One percent said they would be attending college or university full-time.

Only one percent expect to be retired from a job other than teaching, and only two percent plan to be retired from teaching five years hence. This compares with 14 percent of all teachers surveyed by NCEI in 1996 who said they expected to be retired from teaching in five years.

Two-thirds of kindergarten through high school teachers surveyed by NCEI in 1996 expected to be teaching at these levels five years from now. Fourteen percent expected to be retired from teaching, eight percent expected to be employed in some other occupation in education, four percent expected to be teaching postsecondary, four percent expected to be employed in an occupation outside of education, and one percent said they would be homemaking and/or child rearing full time.

Plans to Remain in Teaching

Two-thirds (67 percent) of the TTT survey respondents reported that they planned to remain in teaching as long as they were able (45 percent) or until retirement eligibility (22 percent). Only one in ten indicated that they planned to leave if something better comes along (six percent) or as soon as they could (three percent). Nearly one in five (18 percent) of TTT teachers have not as yet determined if teaching is the occupation in which they want to spend their entire second career.

On a related question — "How long do you plan to remain in teaching?" — a total of 74 percent of public school teachers said "As long as I am able" (34 percent) or "Until I am eligible for retirement" (40 percent). Sixteen percent said they were undecided at this time. Only four percent said they definitely planned to leave teaching as soon as they could.

Plans to Enter Public School Administration

Almost 60 percent of the survey respondents reported they have considered becoming a public school administrator, while one-half reported that other teachers or administrators have suggested they consider a future career in public school administration. The vast majority of Troops to Teachers participants have held administrative and other leadership positions during their first career in the military. They have received training in administration and leadership, realize the critical need for teamwork, and focus their energies on mission accomplishment.

Table 15. Plans

Question: What do you expect to be doing five years from now?

	Troops to Teachers 1998	Public School Teachers[1] 1996
Base:	**1,171**	**1,018**
	%	%
Teaching K-12	55	66
Teaching postsecondary	8	4
Employed in some other occupation in education	18	8
Employed in an occupation outside of education	7	4
In military service	*	*
Homemaking and/or child rearing full-time	*	1
Attending a college or university full-time	1	0
Unemployed and seeking work	*	0
Retired from job other than teaching	1	0
Retired from teaching	2	14
Other	8	2

Question: How long do you plan to remain in teaching?

As long as I am able	45	34
Until I am eligible for retirement	22	40
Will probably continue until something better comes along	6	5
Definitely plan to leave teaching as soon as I can	3	4
Undecided at this time	18	16

* *< 0.5 percent*

[1] *National Center for Education Information survey of 1,018 public school K-12 teachers conducted Mar. 11 - Apr. 19, 1996.*

APPENDIX: SURVEY METHODOLOGY

The Profile of Troops to Teachers survey was conducted by the Washington State Troops to Teachers program and the National Center for Education Information March 30 – July 31, 1998. In that time, 1,171 questionnaires were completed by Troops to Teachers participants.

Interviewing Method and Response Rate

A 45-item questionnaire survey was mailed to all 2,139 TTT participants on March 30, 1998. Seventy-five were returned "undeliverable" due to address changes. A follow-up letter, thanking those who had filled out the questionnaire and asking those who had not to do so, was mailed to 2,064 individuals on May 15, 1998. As of July 31, 1998, 1,171 questionnaires were completed and returned and included in the data analysis in this report.

Reliability of Survey Percentages

Any sample survey is subject to sample variation. The degree of variation is determined by the level of percentages expressed in the results and by the number of interviews completed relating to a response.

The following table reflects the amount of possible sample variation that can be applied to the percentage results of this study. Simply stated, the table indicates that chances are 95 out of a 100 that a result from the study will not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been achieved if questionnaires had been completed by all people in the universe that is represented in the sample.

If the response rate for a sample size of 500, for example, was 80 percent, then 95 times out of 100 the responses from the entire population would be between 76 percent and 84 percent. It is important to note that survey results based on small-sized subgroups are subject to large sampling error.

When comparing results from different parts of a sample, sample tolerances are also used to determine if the difference between two subgroups can be considered statistically significant.

For example, if 43 percent of one group of 800 responded "no" to a particular question and 37 percent of an independent group of 500 responded "no" to the same question, then the observed difference (6 percentage points) is significant since it is greater than the potential sampling error (5 percentage points) reflected in the table. These errors account for sampling error only. Survey research is susceptible to nonsampling errors as well, such as respondent recording and data processing. However, the procedures followed by NCEI in this study should minimize these kinds of errors.

Approximate Sample Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results Appearing in This Report

Number of people asked question on which survey is based	Survey percentage result at 10% or 90%	Survey percentage result at 20% or 80%	Survey percentage result at 30% or 70%	Survey percentage result at 40% or 60%	Survey percentage result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Approximate Sampling Tolerance (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results Appearing in This Report

Approximate sample size of two groups asked question on which survey result is based	Survey percentage result at 10% or 90%	Survey percentage result at 20% or 80%	Survey percentage result at 30% or 70%	Survey percentage result at 40% or 60%	Survey percentage result at 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15